

## **LINDA DARLING-HAMMOND**

Charles E. Ducommun Professor of Education,  
Stanford University School of Education  
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Stanford, CA 94305  
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### **Education**

B.A. (Magna cum laude, with departmental honors), Yale University, 1973

Ed.D. (With highest distinction), Urban Education, Temple University, 1978

### **Professional Experience**

1998 - present

Charles E. Ducommun Professor of Education, Stanford University  
Co-Director Stanford Educational Leadership Institute (2002 - )  
Co-Director School Redesign Network (2001 - )  
Faculty Sponsor, Stanford Teacher Education Program (1998-2004)

1994 - 2001

Executive Director, National Commission on Teaching and America's Future,  
Teachers College, Columbia University

1993 - 1998

William F. Russell Professor in the Foundations of Education, Teachers College,  
Columbia University

1989 - 1998

Professor, Teachers College, Columbia University and  
Co-Director, National Center for Restructuring Education, Schools, and Teaching,  
Teachers College, Columbia University

1985 - 1989

Director and Senior Social Scientist, Education and Human Resources Program,  
The RAND Corporation, Washington, D.C.

1979 - 1989

Social Scientist, The RAND Corporation, Washington, D.C.

1978 - 1979

Director, Excellence in Education Program, The National Urban Coalition,  
Washington, D.C.

1978 - 1979

Adjunct Assistant Professor, Temple University, Graduate School of Education

1977 - 1978

Senior Research Associate, School Finance Reform Project, The National Urban Coalition, Washington, D.C.

1976 - 1979

Associate Editor, Cross-Reference: A Journal of Public Policy and Multicultural Education

1975 - 1976

Researcher/Consultant, Education Law Center, Philadelphia, Pennsylvania

1974 - 1975

Reading and Study Skills Teacher, Student Resources Center, Temple University

1973 - 1974

English Teacher, Penncrest High School, Media, Pennsylvania

1970 - 1973

English Instructor and Curriculum Director, U.S. Grant Foundation, Yale University

1969

Teacher's Aide, Cleveland Public Schools

### **Honorary Degrees**

Honorary Doctorate, Hong Kong Institute of Education, 2006

Honorary Doctor of Humane Letters, University of Connecticut, 2004

Honorary Doctor of Education, University of Redlands, 2002

Honorary Doctor of Philosophy, University of Oslo, 2000

Honorary Doctor of Humane Letters, Cleveland State University, 1999

Honorary Doctor of Science, University of Toronto, 1997

Honorary Doctorate, Claremont Graduate School, 1994

Honorary Doctor of Humane Letters, Temple University, 1990

### **Other Honors and Awards**

Outstanding Contributions to Education Award, Council of Scientific Society of Presidents, 2008

Asa G. Hilliard Award for Outstanding Achievement in Racial Justice and Education Equity, National Summit for Courageous Conversations, 2008

Fellow, American Educational Research Association, for Excellence in Scholarship, 2008

Charles W. Eliot Award for Outstanding Contributions to Education, New England Association of Schools and Colleges, 2007

Margaret B. Lindsey Award for Distinguished Research in Teacher Education, American Association of Colleges for Teacher Education, 2007

Brown Invitational Lecture, American Educational Research Association, 2006

Pomeroy Award (with John Bransford, on behalf of the National Academy of Education's Committee on Teacher Education for Preparing Teachers for a Changing World), American Association of Colleges for Teacher Education, 2006

Outstanding Educator Award, Horace Mann League, American Association of School Administrators, 2005

Founder's Award, National Commission on African American Education, 2003

Outstanding Teaching Award, Stanford University School of Education, 2002

Jason Millman Memorial Scholar Award, Consortium for Research on Educational Accountability and Teacher Evaluation, 2002

Exemplary Leader, American Leadership Forum, Silicon Valley, 2001

E. Robert Stevens Award for Outstanding Scholarship, Association of Educational Service Agencies, 2000

Professional Publication Award, California County Superintendents Educational Services Association, 2000

Outstanding Book Award, National Staff Development Council, 2000 (for *Teaching as the Learning Profession: A Handbook of Policy and Practice*)

Research in Practice Award, American Educational Research Association, 2000

Outstanding Teaching Award, Stanford University School of Education, 1999

Outstanding Educator Award, San Francisco Exploratorium, 1999

Contribution to Staff Development Award, National Staff Development Council, 1998

Distinguished Service Award, Council of Chief State School Officers, 1998

Outstanding Book Award, American Educational Research Association, 1998 (for *The Right to Learn: A Blueprint for Creating Schools that Work*)

Distinguished Educator Award, Association of Teacher Educators, 1998

Crystal Apple Award, California Council on the Education of Teachers, 1997

David G. Imig Award for Distinguished Contributions to Public Policy on Behalf of Teacher Education, American Association of Colleges for Teacher Education, 1997

Janet E. Helms Award for Scholarship and Mentoring in Education, Teachers College Roundtable on Cross-Cultural Psychology and Education, Columbia University, 1997

Mark R. Shibles Distinguished Visiting Professor, University of Maine, 1995-96

Kappa Delta Pi, Distinguished Laureate, 1995

Woman of Valor Award, Educational Equity Concepts, 1995

President, American Educational Research Association, 1995-96

"Leaders in Education" Award, Association of Teacher Educators, 1990

National Academy of Education, elected to membership, 1989

Certificate of Honor, Temple University, College of Education, Alumni Association, 1988

P.E.E.R. Recognition (People in Educational Evaluation and Research) Phi Delta Kappa Center on Evaluation, Development, and Research, 1988

QUEST Citation for Outstanding Scholarship, American Federation of Teachers, 1987

Review of Research in Education Award, American Educational Research Association, 1985

Outstanding Alumnus, Temple University, Department of Urban Education, 1984

Phi Delta Kappa George E. Walk Award (awarded annually for most outstanding dissertation in the field of education), 1978

Ed.D, awarded with highest distinction, Temple University, 1978

University Graduate Fellowship Award, Temple University, 1975 - 1977

University Scholarship Award, Yale University, 1969 - 1973

National Merit Scholarship Semifinalist, 1969

### **Professional Activities**

National Council for Educating Black Children, Board of Directors, 2007-present

National Staff Development Council Advisory Panel, 2007-present

Council of Chief State School Officers Formative Assessment Advisory Group, 2006-present

Alliance for Excellent Education, Board member, 2005-present

National Commission on Teaching and America's Future, Board member, 2001-present

Center for Teaching Quality, Advisory Board, 2001-present

Aspire Public Schools Board of Directors, 2001-2007

Co-Chair, National Academy of Education, Committee on Teacher Education, 2000-2005

National Academy of Science, National Research Council Panel on Teacher Testing, 2000-2001

Bay Area Coalition of Essential Schools, Honorary Board, 2000 - present

Foothill College, Center for Innovation, Advisory Board, 2000 - 2002

Co-Chair, California Professional Development Task Force, 2000-01

Aspiring Principals Program, Advisory Board, 2000 – present

George Lucas Education Foundation, Advisory Board, 2000 – 2007

Resource Area for Teachers, Advisory Board, 2000 – present

Disney Learning Partnership, Advisory Council, 1999 - present

San Francisco Exploratorium, International Advisory Council, 1998 - 2004

Technical Review Panel for the Schools and Staffing Survey (SASS), U.S. Department of Education, 1997 - 2000

Frederick D. Patterson Research Institute Advisory Committee, 1996 – present

College Board Advisory Committee for Research and Development, 1996 – 2001

Center for Policy Research in Education, Advisory Board, 1996 - 2000

National Academy of Education Executive Board, 1995 - 1998

President, American Educational Research Association, 1995 - 1996; Executive Board, 1994 - 1997

National Board for Professional Teaching Standards, Member, 1991 - 1997; Executive Committee, 1993 - 1995

Chair, New York State Curriculum and Assessment Council, 1991 - 1995

Chair, Council of Chief State School Officers, Interstate New Teacher Assessment and Support Consortium, Standards Drafting Panel, 1991 - 1998

Carnegie Foundation for the Advancement of Teaching, Board of Trustees, 1995 - 2002

National Foundation for the Improvement of Education, Board of Directors, 1991 - 1993 and 1995 - 2000

Recruiting New Teachers, Board of Directors, 1991 - 1998

The College Board, Equity 2000, Member, National Advisory Commission, 1993 - present

Carnegie Corporation Task Force on Learning in the Primary Grades, Member, 1994 - 1998

Spencer Foundation, Member, Board of Directors, 1992 - 1994

Spencer Postdoctoral Fellowship Committee Member, The National Academy of Education, 1992 - 1994

Pew Forum on K - 12 Education Reform, Member, 1991 – 2002

National Education Goals Panel Advisory Committee Resource Group, 1991 - 1993  
 Carnegie Commission Task Force on K-12 Mathematics and Science Education, Advisory Council Member, 1991  
 National Advisory Board, National Center for Research on Evaluation, Standards, and Student Testing, 1991 - 1995  
 Editor, Review of Research in Education, 1991 - 1994  
 Center for Collaborative Education, Advisory Board, 1990 - present  
 Center on Organization and Restructuring of Schools, National Advisory Panel, 1990 - 1993  
 American Association of Colleges for Teacher Education, Committee on the Professional Knowledge Base, 1989 - 1997  
 American Federation of Teachers, Education for Democracy, International Board of Sponsors, 1989-1990  
 National Board for Professional Teaching Standards, Research and Development Advisory Panel, 1989 - 1991  
 Carnegie Corporation, "Our Children's Future" Project, Advisory Panel, 1989 - 1991  
 American Educational Research Association, Council Member-at-Large and Executive Board Member, 1988 - 1991  
 Edna McConnell Clark Foundation, Advisory Panel, Program for Disadvantaged Youth, 1988 - present  
 Institute for Educational Leadership, Program Advisory Committee, 1988-1989  
 American Association for the Advancement of Science, Forum for School Science Advisory Board, 1985 - 1988  
 National Center for the Study of Teacher Education, Advisory Board, 1986 - 1990  
 Study Group on the National Assessment of Student Achievement, appointed by U.S. Secretary of Education, 1986 - 1987  
 Commission on Excellence in Teaching, Montgomery County Public Schools, 1985 - 1987  
 President and Chair, Board of Directors, The Children's Community School of Takoma Park, 1982 - 1983  
 Advisory Panel, Rockefeller Foundation Research Fellowship Program for Minority Scholars, 1982-1983  
 Board of Directors, Chicano Education Project, 1981 - 1982

### **Professional Organization Memberships**

National Academy of Education  
 Executive Board, 1993-1997  
 Panel on State NAEP Trials  
 Panel on the Future of Educational Research  
 Spencer Postdoctoral Fellowship Committee  
 Panel on the National Education Standards and Improvement Council  
 Committee on Teacher Education, Co-Chair, 2001- present  
 Executive Board, 2008-present

American Educational Research Association  
 President, 1995 - 1996  
 Executive Board, 1994 - 1997

Nominating Committee, 1991 - present  
Minority Fellowship Committee, 1991 - present  
Governing Council Member-at-Large, 1988 - 1991  
Executive Board, 1989 - 1991  
Government and Professional Liaison Committee, 1985 - 1988

Horace Mann League  
National Society for the Study of Education  
American Education Finance Association  
Politics of Education Association  
National Urban Education Association

### **Editorial Boards**

Teaching and Learning in Schools and Higher Education, 2007-present  
The Teacher Educator, 2005-present  
Teacher Education Quarterly, 2005-present  
American Educational Research Journal, 2003-2005  
The New Educator, 2003-present  
Asia-Pacific Journal of Teacher Education and Development, 2003-present  
Educational Policy Analysis Archives, 2002-present  
Teaching Education, 1999-present  
Phi Delta Kappan, 1995-present  
Educational Evaluation and Policy Analysis, 1994 – 1999  
Teaching and Change, 1993 - present  
Harvard Education Letter, 1993 - present  
Handbook of Research on Multicultural Education, 1992 - 1994  
Review of Research in Education, 1989 - 1991; 1998-2000  
American Journal of Education, 1988 - 1990  
Educational Researcher, 1987 - 1991; 1998 – 2001

### **Outside Reviewer**

American Educational Research Journal  
American Journal of Education  
Economics of Education Review  
Educational Evaluation and Policy Analysis  
Educational Leadership  
Educational Policy  
Educational Policy Analysis Archives  
Educational Researcher  
International Journal of Qualitative Studies in Education  
Journal of Policy and Management  
Journal of Teacher Education  
Review of Educational Research  
Review of Research in Education  
Sociology of Education

Teaching and Change  
Teaching and Teacher Education  
Teaching Education  
Urban Education Review

### **University Service**

Stanford University

Chair, Teacher Education Steering Committee, 2007-present  
African & African American Studies Steering Committee, 2007-present  
Hass Center Faculty Advisory Board, 2005 - present  
Faculty Sponsor, Stanford Teacher Education Program, 1998 – 2004  
Provost Search Committees, 1999; 2000  
Provost Committee on the Future of the University, 2000-2001

Teachers College, Columbia University

Faculty Executive Committee, 1990 – 1992; Co-Chair, 1991 - 1992  
Affirmative Action Committee, 1989 – 1991

### **Publications**

#### **Books**

Powerful Learning: What we Know about Teaching for Understanding (with Brigid Barron, P. David Pearson, Alan H. Schoenfeld, Elizabeth K. Stage, Timothy D. Zimmerman, Gina N. Cervetti, and Jennifer L. Tilson). San Francisco: Jossey-Bass, 2008 (in press).

Powerful Teacher Education: Lessons from Exemplary Programs (in collaboration with Letitia Fickel, Maritza Macdonald, Kay Merseth, Lynne Miller, Gordon Ruscoe, David Silvernail, Jon Snyder, Betty Lou Whitford, Kenneth Zeichner). San Francisco: Jossey-Bass, 2006.

Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do (Editor, with John Bransford). San Francisco: Jossey-Bass, 2005. Recipient of the Pomeroy Award, American Association of Colleges for Teacher Education, 2006.

Instructional Leadership for Systemic Change: The Story of San Diego's Reform (with Amy M. Hightower, Jennifer L. Husbands, Jeannette R. LaFors, Viki M. Young, and Carl Christopher). Lanham, MD: Scarecrow Education Press, 2005.

A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve (Editor, with Joan Snowden). San Francisco: Jossey-Bass, 2005. Excerpted in Educational Horizons, Vol. 85, No. 2, Winter 2007, pp. 111-132.



Learning to Teach for Social Justice (Editor, with Jennifer French and Silvia Paloma Garcia-Lopez). NY: Teachers College Press, 2002.

Teaching as the Learning Profession: A Handbook of Policy and Practice (Editor, with Gary Sykes). San Francisco, CA: Jossey-Bass, 1999. Recipient of the Outstanding Book Award, National Staff Development Council, 2000.

The Right to Learn: A Blueprint for Creating Schools that Work. San Francisco: Jossey-Bass, 1997. Recipient of the Outstanding Book Award, American Educational Research Association, 1998. Spanish translation by Juan M. Escudero Munoz. El Derecho de Aprender: Crear Buenas Escuelas para Todos. Barcelona: Ariel Educacion, 2001.

Authentic Assessment in Action: Studies of Schools and Students at Work (with Jacqueline A. Ancess and Beverly Falk). New York: Teachers College Press, 1995.

A License to Teach: Building a Profession for 21st Century Schools (with Arthur E. Wise and Stephen P. Klein). Boulder, CO: Westview Press, 1995. Reprinted by Jossey Bass, San Francisco, 1999.

Professional Development Schools: Schools for Developing a Profession (Editor). New York: Teachers College Press, 1994. Chinese translation by Wang Xiaohua. Beijing: China Light Industry Press, 2004. 2<sup>nd</sup> edition by Teachers College Press, 2005.

Review of Research in Education, Volume 20 (Editor). Washington, DC: American Educational Research Association, 1994.

Review of Research in Education, Volume 19 (Editor). Washington, DC: American Educational Research Association, 1993.

The New Handbook of Teacher Evaluation (Editor, with Jason Millman). Newbury Park, CA: Sage Publications, 1990.

### **Monographs**

High Schools for Equity: Policy Supports for Student Learning in Communities of Color (with Diane Friedlaender). Stanford, CA: School Redesign Network at Stanford University, 2007.

Recognizing and Enhancing Teacher Effectiveness: A Policy Maker's Guide. Washington, DC: Council for Chief State School Officers, 2007.

Influences of National Board Certification on Teachers' Classroom Assessment Practices (with J. Myron Atkin, Mistilina Sato, and Ruth Chung Wei). Stanford, CA: Stanford University, 2007.

Preparing School Leaders for a Changing World: Lessons from Exemplary Programs (with Michelle LaPointe, Debra Meyerson, Margaret Orr, and Carol Cohen). Stanford, CA: Stanford Educational Leadership Institute, 2007.

Preparing School Leaders for a Changing World: Executive Summary (with Michelle LaPointe, Debra Meyerson, and Margaret Orr). Stanford, CA: Stanford Educational Leadership Institute, 2007.

Preparing School Leaders for a Changing World: Case Studies of Exemplary Programs (with Michelle LaPointe and Debra Meyerson). Stanford, CA: Stanford Educational Leadership Institute, 2007.

Standards, Assessments, and Educational Policy: In Pursuit of Genuine Accountability. Eighth Annual William H. Angoff Memorial Lecture. Princeton, NJ: Educational Testing Service, 2006.

Multiple Measures Approaches to High School Graduation (with Elle Rustique-Forrester and Ray Pecheone). Stanford, CA: The School Redesign Network at Stanford University, 2005. Excerpted in Leadership Information, Vol 6, No. 1 (Winter 2007), pp. 17-21. Olympia, WA: School Information and Research Service.

Building Instructional Quality: “Inside-Out” and “Outside-In” Perspectives on San Diego’s School Reform (with Amy M. Hightower, Jennifer L. Husbands, Jeannette R. LaFors, Viki M. Young, & Carl Christopher). Seattle, WA: Center for the Study of Teaching and Policy, University of Washington, 2003.

Wanted: A National Manpower Policy for Education (with Gary Sykes). Denver, CO: Education Commission of the States, 2003. <http://www.ecs.org/clearinghouse/46/34/4634.doc>.

Access to Quality Teaching: An Analysis of Inequality in California’s Public Schools. Paper prepared for Williams v. California, 2002. <http://www.mofo.com/decent-schools/expert-reports/darling-hammond-report.pdf>. Also published by UCLA's Institute for Democracy, Education, & Access. Williams Watch Series: Investigating the Claims of Williams v. State of California. Paper wws-rr002-1002. <http://repositories.cdlib.org/idea/wws/wws-rr002-1002>.

A Case of Successful Teaching Policy: Connecticut’s Long Term Efforts to Improve Teaching and Learning (with Suzanne Wilson and Barnett Berry). Seattle, WA: Center for the Study of Teaching and Policy, University of Washington, 2001.

Solving the Dilemmas of Teacher Supply, Demand, and Standards: How We Can Ensure a Competent, Caring, and Qualified Teacher for Every Child, NY: National Commission on Teaching and America’s Future, 2000.

Educating Teachers for California’s Future, Report for the Teacher Education Summit of California College and University Presidents. San Francisco: The James Irvine Foundation, 2000.

Studies of Excellence in Teacher Education (ed.): Preparation in the Undergraduate Years, Washington, D.C.: American Association of Colleges for Teacher Education and NY: National Commission on Teaching and America's Future, 2000.

Studies of Excellence in Teacher Education (ed.): Preparation at the Graduate Level, Washington, D.C.: American Association of Colleges for Teacher Education and NY: National Commission on Teaching and America's Future, 2000.

Studies of Excellence in Teacher Education (ed.): Preparation in a Five-year Program, Washington, D.C.: American Association of Colleges for Teacher Education and NY: National Commission on Teaching and America's Future, 2000.

Teacher Quality and Student Achievement: A Review of State Policy Evidence, Seattle, WA: Center for the Study of Teaching and Policy, University of Washington, 1999.

Professional Development for Teachers: Setting the Stage for Learning from Teaching. Santa Cruz, CA: The Center for the Future of Teaching & Learning, 1999.

Reshaping Teaching Policy, Preparation, and Practice: Influences of the National Board for Professional Teaching Standards. Washington D.C.: American Association of Colleges for Teacher Education, 1999.

Teaching for High Standards: What Policymakers Need to Know and Be Able to Do (with Deborah Loewenberg Ball). Philadelphia, PA: Consortium for Policy Research in Education, University of Pennsylvania, co-published with the National Commission on Teaching and America's Future, 1998.

New Concepts for New Challenges: Professional Development for Teachers of Immigrant Youth (with Josue Gonzalez). Washington, D.C.: Center for Applied Linguistics, 1997.

Rethinking the Allocation of Teaching Resources: Some Lessons from High Performing Schools (with Karen Hawley Miles). Philadelphia: Consortium for Policy Research in Education, Graduate School of Education, University of Pennsylvania, December, 1997.

Doing What Matters Most: Investing in Quality Teaching. New York: National Commission on Teaching and America's Future, Teachers College, Columbia University, November, 1997.

Using Standards & Assessments to Support Student Learning: Alternatives to Grade Retention (with Beverly Falk). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, April, 1997.

What Matters Most: Teaching for America's Future. New York: National Commission on Teaching and America's Future, Teachers College, Columbia University, September, 1996.

Education for Democracy. Inaugural Lecture for the William F. Russell Professorship. New York: Teachers College, Columbia University, January 26, 1995. Reprinted in William Ayers and Janel

L. Miller (eds.) A Light in Dark Times: Maxine Greene and the Unfinished Conversation, pp. 78-91, New York: Teachers College Press, 1998.

Next steps: Moving Toward Performance-Based Licensing. Washington, DC: Interstate New Teacher Assessment and Support Consortium (INTASC), Council of Chief State School Officers (CCSSO), March 1994.

Graduation by Portfolio at Central Park East Secondary School (with Jacqueline A. Ancess). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1994.

Authentic Teaching, Learning, and Assessment with New English Learners at International High School (with Jacqueline A. Ancess). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1994.

The Senior Project: Authentic Assessment at Hodgson Vocational/Technical High School (with Jacqueline A. Ancess). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1994.

Authentic Assessment and School Development (with Jacqueline A. Ancess). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1994.

Federal Policy Options for Chapter 1. New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1994.

Creating Learner-Centered Accountability (with Jon Snyder, Jacqueline A. Ancess, Lynne Einbender, A. Lin Goodwin, and Maritza B. MacDonald). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1993.

The Primary Language Record at P.S. 261: How Assessment Transforms Teaching and Learning (with Beverly Falk). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1993.

Restructuring in Policy and Practice (with Ann Lieberman and Lynne Miller). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, November, 1992.

Standards of Practice for Learner-Centered Schools. New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1992.

Beginning Teacher Performance Evaluation: An Overview of State Policies (with Eileen Sclan). Washington, DC: American Association of Colleges for Teacher Education, 1992.

Achieving Our National Education Goals: How do We Get There from Here? 1991 Elam Lecture. Glassboro State College. EdPress, 1991. Excerpted in The Education Digest, Vol. 57, No. 4, (December 1991), pp. 25-27.

Early Lessons in School Restructuring (with Ann Lieberman and David Zuckerman). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1991.

Creating Accountability in Big City School Systems (with Carol Ascher). New York: National Center for Restructuring Education, Schools, and Teaching and ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, 1991.

The Teaching Internship: Practical Preparation for a Licensed Profession (with Tamar Gendler and Arthur E. Wise). Santa Monica, CA: RAND Corporation, 1990.

Redesigning Teacher Education: Opening the Door for New Recruits to Science and Mathematics Teaching (with Lisa Hudson and Sheila Nataraj Kirby). Santa Monica, CA: RAND Corporation, 1989.

Pre-College Science and Mathematics Teachers: Supply, Demand, and Quality (with Lisa Hudson). Santa Monica, CA: RAND Corporation, 1989.

Recruiting Mathematics and Science Teachers through Nontraditional Programs (with Neil Carey and Brian Mittman). Santa Monica, CA: RAND Corporation, 1988.

Assessing Teacher Supply and Demand (with Gus Haggstrom and David Grissmer). Santa Monica, CA: RAND Corporation, 1988.

Impacts of Teacher Testing: State Educational Governance Through Standard-Setting (with Arthur E. Wise and Susanna Purnell). Santa Monica, CA: Rand Corporation, 1988.

The Evolution of Teacher Policy (with Barnett Berry). Santa Monica, CA: RAND Corporation, 1988.

Licensing Teachers: Design for a Teaching Profession (with Arthur E. Wise). Santa Monica, CA: RAND Corporation, 1987.

Effective Teacher Selection: From Recruitment to Retention (with Arthur E. Wise and Barnett Berry). Santa Monica, CA: RAND Corporation, 1987. Excerpted in The Education Digest, November 1987.

Effective Teacher Selection: From Recruitment to Retention -- Case Studies (with Arthur E. Wise, David Berliner, Emil Haller, Phillip Schlechty, Barnett Berry, Amy Praskac, and George Noblit). Santa Monica, CA: RAND Corporation, 1987.

Tuition Tax Deductions and Parent School Choice: The Case of Minnesota (with Sheila Nataraj Kirby). Santa Monica, CA: RAND Corporation, 1985.

Public Policy and Private Choice: The Case of Minnesota (with Sheila Nataraj Kirby). Stanford, CA: Stanford University Institute for Research on Educational Finance and Governance, 1985.

Beyond the Commission Reports: The Coming Crisis in Teaching. Santa Monica, CA: RAND Corporation, 1984. Excerpted in Education Digest, February 1985.

Teacher Evaluation: A Study of Effective Practices (with Arthur E. Wise, Milbrey McLaughlin, and Harriet T. Bernstein). Santa Monica, CA: RAND Corporation, 1984. Also published in The Elementary School Journal, 86 (1) September 1985: 61-121.

Case Studies for Teacher Evaluation: A Study of Effective Practices (with Arthur E. Wise, Milbrey McLaughlin, and Harriet T. Bernstein). Santa Monica, CA: RAND Corporation, 1984.

A Study of Teacher Incentives for the District of Columbia Public Schools: Summary Report. Washington, DC: District of Columbia Public Schools, May 1984; and Technical Report, District of Columbia Public Schools, June 1984.

The New Federalism in Education: State Responses to the Education Consolidation and Improvement Act of 1981 (with Ellen L. Marks). Santa Monica, CA: RAND Corporation, 1983.

Education by Voucher: Private Choice and the Public Interest (with Arthur E. Wise). Santa Monica, CA: RAND Corporation, 1982.

A Conceptual Framework for Examining Teachers' Views of Teaching and Educational Policies (with Arthur E. Wise). Santa Monica, CA: RAND Corporation, 1981.

Maintenance of Effort Provisions: An Instrument of Federalism in Education (with Aaron S. Gurwitz). Santa Monica, CA: RAND Corporation, 1981.

The Law and Economics of Workers' Compensation: Status and Issues for Research (with Thomas J. Kniesner). Santa Monica, CA: RAND Corporation, 1980.

Minimum Competency Legislation: Legal Issues and Policy Implications (with Clarence Daniels). Washington, DC: National Urban Coalition, 1978.

An Evaluation of the High School Academies of the School District of Philadelphia. Philadelphia, PA: Temple University College of Education, 1977.

### **Book Chapters**

“Studying Teacher Effectiveness: The Challenges of Developing Valid Measures” (with Jack Dieckmann, Edward Haertel, Rachel Lotan, Xiaoxia Newton, Sandy Philipose, Eliza Spang, Ewart Thomas, and Peter Williamson). In Geoffrey Walford and Eric Tucker (eds.), The

Handbook of Measurement: How social scientists generate, modify, and validate indicators and scales. Sage Publications.

“Teacher Preparation and Teacher Learning: A Changing Policy Landscape” (with Ruth Chung Wei and the assistance of Christy Marie Johnson). In Gary Sykes (ed.) The Handbook of Education Policy Research. Washington DC: American Education Research Association (in press).

“Teaching and the Change Wars: The Professionalism Hypothesis.” In Michael Fullan & Andy Hargreaves (eds.), The Change Wars (in press).

“Defining and Debating Teacher Quality: What is an Effective Teacher?” In Thomas L. Good (ed.), 21<sup>st</sup> Century Education: A Reference Handbook, Sage Publications (in press).

“Knowledge for Teaching: What do We Know?” In Marilyn Cochran-Smith, Sharon Feiman-Nemser, & D. John McIntyre (ed.s), Handbook of Research on Teacher Education, 3<sup>rd</sup> edition, pp. 1316-1323. NY: Routledge, 2008.

“Structured for Failure: Race, School Resources, and Student Achievement.” In Hazel Marcus and Paula Moya (eds.) (in press).

“Keeping the promise: The role of policy in reform” (with Kenneth Montgomery). In L. Dingerson, B. Miner, B. Peterson, & S. Waters (eds.), Keeping the promise? The debate over charter schools, pp. 91-110. Milwaukee: Rethinking Schools, 2008.

“Reshaping Teaching Policy, Preparation, and Practice: Influences of the National Board for Professional Teaching Standards.” In John Hattie and Lawrence Ingvarson (eds.), Assessing Teachers For Professional Certification: The National Board for Professional Teaching Standards, pp. 25-54, Emerald Press, 2008.

“Improving High Schools and the Role of No Child Left Behind.” In Gail Sunderman (ed.), Holding NCLB Accountable: Achieving Accountability, Equity, and School Reform, pp. 153-172. Thousand Oaks, CA: Corwin Press, 2008.

“Building a System for Powerful Teaching and Learning.” In Bob Wehling and Carri Schneider (eds.) Building a 21<sup>st</sup> Century U.S. Education System, pp. 63-72. Washington, DC: National Commission on Teaching and America’s Future, 2007.

“Constructing 21<sup>st</sup> Century Teacher Education.” In John Freeman-Moir and Alan Scott (eds.), Shaping the Future: Critical Essays on Teacher Education, pp. 197-216. Rotterdam: Sense Publishers, 2007.

“Educational Quality and Equality: What It Will Take to Leave No Child Behind.” In Brian D. Smedley and Alan Jenkins (eds.), All Things Being Equal: Instigating Opportunity at an Inequitable Time, pp. 39-78. NY: The New Press, 2007.

“Images of Teaching: Cultivating a Moral Profession.” In David T. Hansen, Mary Erina Driscoll, and Rene V. Arcilla (eds.), A Life in Classrooms: Philip W. Jackson and the Practice of Education, pp. 16-34. NY: Teachers College Press, 2007.

“For-Profit Schooling: Where’s the Public Good?” In The Last Word: The Best Commentary and Controversy in American Education, pp. 211-214. San Francisco: Jossey-Bass, 2007.

“Standards, Accountability, and School Reform.” In Christine Sleeter (ed.), Facing Accountability in Education: Democracy and Equity at Risk, pp. 78-111. NY: Teachers College Press, 2007.

“Countering Aggressive Neglect: Creating a Transformative Educational Agenda in the Wake of Katrina.” In Sharon Robinson & M. Christopher Brown, II (eds.), The Children Hurricane Katrina Left Behind: Schooling Contexts, Professional Preparation, and Community Politics, pp. xi–xx. NY: Peter Lang Publishing, 2007.

“High School Size, Organization, and Content: What Matters for Student Success?” (with Peter Ross and Michael Milliken). In Frederick Hess (ed.), Brookings Papers on Education Policy 2006/07, pp. 163-204. Washington, DC: Brookings Institution Press, 2007.

“Reshaping Teaching Policy, Preparation, and Practice.” In Lawrence Ingvarsson (ed.), Assessing Teachers For Professional Certification: The National Board for Professional Teaching Standards The First Decade, in press.

“Building instructional quality: ‘Inside-out’ and ‘Outside-in’ perspectives on San Diego’s school reform” (with Amy Hightower, Jennifer Husbands, Jeannette LaFors, Viki M. Young, and Carl Christopher). In Alma Harris & Janet Chrispeels (ed.), Improving schools and educational systems: International perspectives, pp. 129-185. NY: Routledge, 2006.

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